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ABSTRACT

This resource guide on equal educational opportunity is comprised of twelve sections, each providing a different type or source of information. The first section contains the name, address and organizational scope note of approximately 70 organizations and associations. Section two lists the name, address and interest of 17 education laboratories and research and development centers created by the Office of Education in the 1960's. The following two sections list the projects which are federally funded under Title IV of the Civil Rights Act of 1964, the Type A (Desegregation) General Assistance Centers and the Type B (Bilingual) General Assistance Centers. The Addresses of the individual State Departments of Education (both higher education and primary/secondary) are also included. Section 7 contains brief explanations of major federal legislation which has an impact on the problem of providing equal educational opportunity to children. This is followed in section 8 by a listing of 24 major court cases with the major finding of each case summarized. Section nine contains an explanation of what the Educational Resources Information Center (ERIC) is and how it can be used to obtain information about equal educational opportunity. A listing of journals which often provide either direct information or pertinent background information on equal educational opportunity is provided in section 10. Section 11 contains a listing of various reference works. These cover a wide spectrum of information ranging from civil rights to educational statistics. Section 12 is a bibliography of major books and journal articles dealing with equal educational opportunity. (Author/AM)

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A Guide to Information on Equal Educational Opportunity

Robert Vivolo

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The ERIC CLEARINGHOUSE ON URBAN EDUCATION is part of the INSTITUTE FOR URBAN AND MINORITY EDUCATION (IUME), an agency for human resource development and school organization improvement in the nation's cities. Founded in 1973, the Institute is jointly sponsored by the Educational Testing Service, Princeton, New Jersey, and Teachers College, Columbia University, New York, New York.

A GUIDE TO INFORMATION ON EQUAL EDUCATIONAL OPPORTUNITY

Robert Vivolo
Research Assistant

AUGUST 1977

ERIC CLEARINGHOUSE ON URBAN EDUCATION

Institute for Urban and Minority Education
Teachers College, Columbia University
New York, N.Y. 10027

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INTRODUCTION

"A Guide to Information on Equal Educational Opportunity" is designed to be used by educational researchers, practitioners, students and those members of the lay public who share with these groups an interest in fostering equality of opportunity for all children in the Nation's schools.

This resource guide on equal educational opportunity is comprised of twelve sections, each providing a different type or source of information. The first section contains the name, address and organizational scope note of approximately 70 organizations and associations. These organizations and associations cover a wide area of interest and potential usefulness. Some are regional, some national; some focus on a particular ethnic or minority group, while others are much wider in scope. The inclusion of a particular organization was decided either by the results of a questionnaire which was distributed to a list of organizations having prior contact with ERIC/CUE, or by a reading of the subject scope provided by the 9th edition of the Encyclopedia of Associations (Detroit, Mich.: Gale Research Co.).

Section 2 lists the name, address and interest of the 17 education laboratories and research and development centers created by the Office of Education in the mid-1960's. These centers serve a large segment of the educational research community.

The following two sections list the projects which are federally funded under Title IV of the Civil Rights Act of 1964. The type A General Assistance Centers, listed in Section 4, are those centers which provide services to

school districts on matters related to school desegregation. Section 5 contains a listing of the type B General Assistance Centers. These nine regional centers provide assistance to educational practitioners serving students who do not speak English as well as they speak some other language. Services provided by the General Assistance Centers are without charge to the school districts requesting assistance.

The addresses of the individual State Departments of Education (both higher education and primary/secondary) are contained in Sections 5 and 6. Since legislation, requirements, and services vary from state to state, the reader is urged to contact his/her State Department of Education as a source of information on equal educational opportunity within any individual state.

Section 7 contains brief explanations of major Federal legislation which somehow has an impact on the problem of providing equal educational opportunity to all of the Nation's children. This is followed in Section 8 by a listing of 24 major court cases with the major finding of each case summarized.

Section 9 contains an explanation of what the ERIC (Educational Resources Information Center) system is, and how it can be used to obtain information about equal educational opportunity. Included in this section is a list of ERIC descriptors which can be used to retrieve documents on equal educational opportunity, a listing of all 16 ERIC Clearinghouses with their scope notes, and a sample abstract from RIE (Resources in Education) and a sample annotation from CIJE (Current Index to Journals in Education).

After an examination of the journal entries in CIJE, 38 journals were selected as possible sources of information on equal educational opportunity. While very few journals devote entire issues to this topic, it was decided that those journals listed in Section 10 often provide either direct information or pertinent background information.

Section 11 is comprised of a listing of various reference works. These works cover a wide spectrum of information ranging from civil rights to educational statistics.

The final section is a bibliography of major books and journal articles dealing with equal educational opportunity. In no way is this bibliography considered to be totally comprehensive. Rather, these works were selected because they provide a broad overview of the literature on equal educational opportunity. The topics within this bibliography are varied enough to provide a source of information on almost any aspect of equal educational opportunity.

ORGANIZATIONS AND ASSOCIATIONS

A Better Chance
334 Boylston Street
Boston, Massachusetts 02116

A Better Chance provides scholarships to private schools and public schools in selected communities for youngsters from economically disadvantaged backgrounds in order to prepare them for competitive admission to quality colleges and universities and to encourage their aspirations for productive lives. It conducts research and provides technical assistance on equal opportunity in secondary and higher education.

Academy for Educational Development, Inc. (AED)
680 Fifth Avenue
New York, New York 10019

AED was founded in 1961 to meet the increasing need of colleges and universities in the U. S. for long-range programs in education and finance. The work of the Academy has involved long-range planning, setting up and evaluating new educational programs, improving educational management, and conducting studies and research on educational problems. The Academy publishes pamphlets and occasional papers on innovative ideas and significant case studies.

Advocates for Children of New York, Inc.
29-28 41st Avenue
Long Island City, New York 11101

"Established to secure, develop and improve educational and related child-care services for New York City children, particularly those with special needs." Provides "representation, assistance and direct-service programs to children and their families for problems ranging from mild school-adjustment difficulties to profound problems of children with severe needs. Many of the children we service are from low income families; many have been classified as 'socially' or 'emotionally' handicapped." Publishes a newsletter, "The Advocate", approximately twice a year.

American Association for Gifted Children
15 Gramercy Park
New York, New York 10003

Provides referral service, literature, scholarships, and studies. Cooperates with individuals, professional and community groups. Disseminates a series of Guideposts related to gifted education for teachers, administrators, parents and gifted students themselves; reprints on library service for the gifted and on the social and emotional needs of the gifted child.

American Association for Higher Education (AAHE)
One Dupont Circle, Suite 780
Washington, D. C. 20036

AAHE is a nonprofit national professional organization that seeks to clarify and help resolve critical issues in post-secondary education through conferences, publications and special projects. Its publications include "College and University Bulletin," "Research Report," "Journal of Higher Education," "Current Issues in Higher Education."

American Association of Community and Junior Colleges
One Dupont Circle, N. W., Suite 410
Washington, D. C. 20036

"AACJC is a national, nonprofit association which serves two-year colleges--and it is a network of people working in all sections of the country and all segments of society in behalf of community based, performance oriented post-secondary education."

The American College Testing Program (ACT)
2201 North Dodge Street, P. O. Box 168
Iowa City, Iowa 52240

"ACT is an independent and nonprofit organization that provides a variety of educational programs and services used throughout the world. ACT is best known for developing and administering several guidance-oriented assessment programs. Most of ACT's programs are designed primarily to assist students and the variety of postsecondary and secondary schools they attend." ACT presently conducts a contract project for the development and administration of the Basic Educational Opportunity Grant (BEOG). ACT publishes

"Activity," a quarterly newsletter as well as a Research Report Series and a Special Report Series.

American Council on Education (ACE)
One Dupont Circle
Washington, D. C. 20036

The American Council on Education is a council of 1386 institutions and 176 educational organizations and related groups. They advance education and educational methods through comprehensive voluntary action on the part of American educational associations, organizations and institutions. They publish "Higher Education and National Affairs" weekly, "Education Record" quarterly, "A Fact Book on Higher Education" quarterly. They also publish or distribute yearbooks and directories of institutions of higher education in the U. S.

American Educational Research Association (AERA)
1126 16th Street, N. W.
Washington, D. C. 20036

AERA is a professional organization of educators and behavioral scientists interested in the development, application and improvement of educational research. Members include professors, state and local school system research directors, research specialists, graduate students of education and educators in foreign countries. AERA publishes "Educational Researcher" monthly, "American Educational Research Journal" quarterly, "Journal of Educational Statistics" quarterly, "Review of Educational Research" quarterly, and "Review of Research in Education" annually.

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

The Anti-Defamation League provides consultative services in general intergroup and interreligious areas. Its services are available to school systems, colleges, universities and community organizations without charge. They have a large number of publications for sale and an extensive list of audio-visual materials for sale or lease.

Aspira of America, Inc.
22 East 54th Street
New York, New York 10022

Aspira's services include counseling (personal; career orientation, financial assistance), career and vocational guidance, tutoring, summer and academic year work-study, internship program, summer enrichment program, job opportunities, graduate and medical school placement. The Aspira of America Newsletter is published quarterly.

The following affiliate offices provide the same services:

Aspira, Inc. of New Jersey
786 Broad Street
Newark, New Jersey 07102

Aspira, Inc. of New York
296 Fifth Avenue
New York, New York 10001

Aspira, Inc. of Pennsylvania
526 West Girard Avenue
Philadelphia, Pennsylvania 19123

Aspira, Inc. of Puerto Rico
Barrio Obrero Station, P. O. Box 7158
Santurce, Puerto Rico 00916

The Association of Chinese Teachers (TACT)
322 Clement Street
San Francisco, California 94118

TACT was founded in San Francisco in 1969 to address the needs of the school community from the Chinese-American perspective. TACT seeks to further cooperation and communication among school, parents, students and community. The ultimate goal is to raise the awareness and consciousness of all people and groups whose work affects the Chinese-Americans. TACT is involved in curriculum development, inservice workshops for teachers and acts as a resource center on materials dealing with Chinese Americans and other Asian Americans. The TACT Newsletter is published monthly in addition to a bi-monthly curriculum newsletter.

Black Child Development Institute (BCDI)
1028 Connecticut Avenue, N. W., Suite 514
Washington, D. C. 20036

BCDI seeks to provide educational, racial and cultural awareness for black youngsters by developing quality child centered programs buttressed by community and economic development. It disseminates research by black scholars that can be translated into programs to foster optimum development of black children. It disseminates information on federal and state programs. BCDI analyzes policy decisions, legislative and administrative decisions from a black perspective. Its publications include a newsletter called "Black Child Advocate," "Calander," "Black Flash," and also research reports and conference proceedings.

Bureau of Social Science Research, Inc. (BSSR)
1990 M Street, N. W.
Washington, D. C. 20036

"BSSR is an independent, nonprofit organization devoted to the development of social science knowledge for its application to contemporary social problems." Topics of recent specializations have included occupations and professions; educational institutions (staffs, students, programs and outcomes); programs and policies for alleviating poverty; and urban problems. Disseminates the BSSR monograph series and the BSSR Newsletter.

Center for Applied Linguistics (CAL)
1611 N. Kent Street
Arlington, Virginia 22209

CAL serves as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems. Principal areas of emphasis are socio-linguistics, language-testing, bilingual education, the teaching of English as a foreign language, and the incorporation of the findings of linguistic science into the American educational system. The center publishes "The Linguistic Reporter," conferences and research reports, special language instructional materials, anthologies and bibliographies.

Center for Educational Research and Field Services
New York University, School of Education
32 Washington Place, Room 51
New York, New York 10003

"The Center seeks to maintain a continuous, interactive research-service relationship with the teaching profession and school communities. Each year the Center undertakes, on a contractual basis, several educational surveys for school districts and other educational agencies. The Center seeks to establish full-scale affiliation with a limited number of school districts for purposes of joint experimentation and study designed to improve instruction." The Center has published a number of reports and studies.

Center for Law and Education, Inc.
Gutman Library, Third Floor
6 Appian Way
Cambridge, Massachusetts 02136

"The Center for Law and Education, Inc. is the national support center in education law problems for the neighborhood legal services program. It is federally funded by the Legal Services Corporation. ...As a back-up operation, the Center's work involves litigation, research and other legal representation to address the educational problems of the clients of neighborhood legal services offices throughout the country. Areas to which attention is currently being given include: bilingual-bicultural education, racial discrimination, special education, and student rights." Publishes the "Education Law Bulletin" and "Inequality in Education" as well as several manuals and packets.

Center for National Policy Review
Catholic University School of Law, Room 10
Washington, D. C. 20064

The Center conducts non-partisan research and review of national policies with urban and civil rights implications. Current areas of interest and activity include school desegregation, equal opportunity in obtaining mortgage credit, housing opportunities for low and moderate income families, protecting the interests of the poor and minorities in the operation of federal revenue sharing programs, and equal job opportunity in state and local employment and in particular industries. Publishes "Clearinghouse for Civil Rights Research" as well as several staff reports.

Center for New Schools (CNS)
59 East Van Buren
Chicago, Illinois 60605

CNS seeks to improve the quality of urban public education and to make public schools more responsive to the communities they serve. Activities include advising and planning with teachers in the classroom; organizing and conducting workshops and training sessions for teachers and parents; observing and advising community meetings; developing materials; conducting evaluations of ongoing programs. CNS gives technical assistance to schools.

Center for Youth Development and Research
48 McNeal Hall
1985 Buford Avenue
University of Minnesota
St. Paul, Minnesota 55108

The Center brings together knowledge and skills from various disciplines, professions, and experiences to enable those in the field to better understand and work with youth. It provides consultation and innovation in practice, teaching and curriculum development, organization and distribution of existing knowledge and conducts research projects on youth populations, programs and issues. The Center publishes the "Quarterly Focus," the Seminar Series, and occasional reports and papers.

Coalition of Indian Controlled School Boards, Inc. (CICSB, Inc.)
Suite 4, 811 Lincoln
Denver, Colorado 80203

CICSB, Inc. is a non-profit organization composed of 160 member schools across the country. CICSB provides legal, technical and community development assistance to Indian groups to create their own school boards, organizations and education committees as well as to establish their own institutions. The CICSB Newsletter is published monthly.

College Service Bureau
1730 Rhode Island Avenue, N. W., Suite 205
Washington, D. C. 20036

The College Service Bureau is composed of schools and institutions united to assist black colleges in the area of federal funding and cooperative services.

Congress of Italian-American Organizations, Inc. (CIAO)
15 Park Row, Suite 2600
New York, New York 10038

CIAO is an umbrella organization with 36 member organizations and chapters, representing over 50,000 New Yorkers. The original planning role of the central office has been expanded to include the coordination and direct fiscal and management oversight of nineteen different programs for the elderly and the youngsters and families living in target needy communities of New York City. CIAO is represented on numerous national, state and local education and social action boards. They publish the "CIAO Newsletter" which is put out two to three times a year.

Council of the Great City Schools
1707 H Street, N. W., Fifth Floor
Washington, D. C. 20006

The members of the council are large city school districts. The council conducts studies of problems shared by large city schools, coordinates projects designed to achieve solutions to these problems, and provides informational support for legislative activities. It conducts conferences, workshops, seminars and special projects to provide a forum for members to share successful projects and to learn of new programs. It has studied the educational needs of urban children exposed to the effects of discrimination, school financing, and teacher preparation for urban schools. Currently the council is working to make available to members information in effective methods of coping with special problems occasioned by desegregation, to review the present status of desegregation programs in cities and to assist in these programs.

Council on Interracial Books for Children
1841 Broadway
New York, New York 10023

Publishes the "Interracial Books Bulletin." Conducts programs for unpublished third world writers, provides speakers and workshop leaders. The Council evaluates children's trade and textbooks for racism, sexism, ageism, materialism and other anti-human values. Its reports and analysis of books are published in the Bulletin which is published eight times a year.

Education Commission of the States
300 Lincoln Tower Building
1860 Lincoln Street
Denver, Colorado 80203

The Education Commission of the States serves as the operating arm and the governing board of the Compact for Education, an agreement between the states to join together for improvement of education by establishing a partnership of political and educational leadership. The Commission provides a forum for discussion of major educational issues, an educational research and service function to the member states, and a mechanism for interstate cooperation in educational policy formation and program development. Serves primarily as an advisory body, researches school finance and governance, studies allocations of school time and resources, suggests policy alternatives, and makes recommendations. It publishes a weekly "Legislative Review," a monthly newsletter and bulletin, "Higher Education in the States" monthly, as well as occasional papers, bibliographies and reports.

Education Development Center, Inc. (EDC)
55 Chapel Street
Newton, Massachusetts 02160

"EDC is a publicly supported nonprofit corporation engaged in educational research and development." EDC has become "a leading center for curriculum reform and institutional development in the United States and abroad." "EDC expanded its work in preservice and inservice teacher training, community support for educational programs, and school change." Publishes a newletter, "The EDC News" and has a large collection of audio-visual materials for sale or rental.

Education in the Society
National Council of Churches
475 Riverside Drive, Room 710
New York, New York 10027

Services include distributing information and encouraging activity among church groups on issues of public education, including the area of quality integrated education; holding of regional consultations for teams of community people in cities under court order for desegregation. Publishes an occasional newsletter on the church and public education.

Education Law Center, Inc. (ELC)
605 Broad Street
Newark, New Jersey

2100 Lewis Tower Building
225 South 15th Street
Philadelphia, Pennsylvania

"ELC was established in 1973 to provide education consumers--parents, students and their organizations--with free legal service regarding substantial grievances against the elementary and secondary public school system" in New Jersey and Pennsylvania. Publishes a newsletter, "ELC," and occasional reports.

El Congreso Nacional de Asuntos Colegiales
One Dupont Circle, Suite 400
Washington, D. C. 20036

Primarily Mexican-Americans involved in community/junior college work, but includes community people, college/university representatives, and elementary and secondary educators. The purpose is to promote the educational, social and economic well-being of Americans of Mexican or Spanish ethnic origin. Activities include analyzing available data and information and stimulating new research pertaining to Mexican-Americans in junior/community colleges; assisting on the formation and development of all other Spanish-speaking organizations whose objectives are similar. They publish a bi-monthly newsletter, a monthly "Boletin" and a yearly journal, "Pomento Titerario."

Federal Information Center Program (FIC)
General Service Administration
18th and F Streets, N. W.
Washington, D. C. 20405

Federal Information centers are located in 37 major metropolitan areas with an additional 38 cities connected by toll-free tielines. "Provides vital assistance to citizens lost in a maze of federal programs and services by directing them to the proper office to help with the problem."

Freedom House Institute on Schools and Education
14 Crawford Street
Boston, Massachusetts 02121

The institute is a community-based, black community-directed program designed

to develop and disseminate information about the operation of the Boston Public Schools and related educational resources. The Institute develops parent workshops, plans seminars and forums, and assists parents and students during the desegregation of the school system. The Institute disseminates a monthly newsletter as well as occasional papers.

Foundation for Change
1841 Broadway
New York, New York 10023

Foundation for Change aims "to enable white students to understand the institutional nature of racism and how this racism oppresses minority groups; to develop curricular and lesson plans, with printed and/or visual materials." The Foundation supplies schools with classroom materials on racism and distributes Fact Sheet on Institutional Racism. Holds racism training workshops for educators. It publishes a newsletter, "Viewpoint."

Graduate Fellowships for Black Americans
National Fellowships Fund
795 Peachtree Street, N. E., Suite 484
Atlanta, Georgia 30308

This is a fellowship program supported by the Ford Foundation and administered by the National Fellowships Fund. It offers a limited number of fellowships to black Americans intending to pursue a career in higher education. "These fellowships are offered as part of a broader Ford Foundation program of assistance to historically disadvantaged minorities whose opportunities for participation in higher education have been limited as the result of racial discrimination and/or other factors."

Institute for Development of Education Alternatives (I/D/E/A)
5335 Far Hills Avenue
Dayton, Ohio 45429

I/D/E/A is an action-oriented research and development agency established to assist the educational community in bridging the gap that separates research and innovation from actual practice in the schools. I/D/E/A's purpose is to design and test new responses to problems in education and to create arrangements for their widespread application. The primary activities include: conducting research to generate solutions to persistant and emerging problems; developing new and improved processes, systems and materials; providing

information and services which facilitate use of improved methods and materials. I/D/E/A publishes bibliographies, monographs, occasional papers, special studies, and special resource materials.

Institute for Research on Poverty
1180 Observatory Drive
3412 Social Science Building
University of Wisconsin - Madison
Madison, Wisconsin 53706

"The primary activities of the Institute are sponsorship of the original research of its staff members and dissemination of their findings." Areas of interest include education, income and attainment; segregation, discrimination and poverty; and the legal, political and administrative systems affecting the poor. The Institute publishes a newsletter, "FOCUS," a "reprint series," a "Research Monograph Series," and a "Poverty Policy Series" and various discussion papers.

Intercultural Relations and Ethnic Studies Institute (IRES)
Rutgers Graduate School of Education
10 Seminary Place
New Brunswick, New Jersey 08903

The major concern of the Institute centers on problems of Human Relations in Cultural Context. The IRES Resource Center serves as a clearinghouse for the acquisition, maintenance, editing and dissemination of materials relevant to programs of intercultural relations and ethnic studies. A monthly newsletter, "MOSAIC" is disseminated by IRES.

Joint Schools Committee for Academic Excellence Now
514 West 126 Street
New York, New York 10027

The Committee represents 7000 families, primarily in Harlem, and cooperates with local PTA groups "to obtain quality integrated education for all youngsters in New York City." The Committee is particularly interested in the education of the disadvantaged student. It works with high school students and parents, specifically to return dropouts to school; cooperates with other communities to effect decentralization of New York City schools; sponsors a tutorial program.

Lawyers' Committee for Civil Rights Under Law
733 15th Street, N. W.
Washington, D. C. 20005

The Committee is composed of lawyers "who use their skills and influence to alleviate community tensions and provide legal remedies for persons denied their legal rights by reason of prejudice or poverty." It sponsors the Urban Areas Project, operating through local committees of private lawyers in eleven major cities to provide legal assistance to poor and minority groups living in urban centers. It maintains National Projects Unit in Washington which undertakes reform efforts in such fields as criminal justice, school financing, zoning practices and health care. The Committee publishes a Committee Report.

Metropolitan Council for Educational Opportunity (METCO)
55 Dimock Street
Roxbury, Massachusetts 02119

METCO is an intercity integration program placing black children from Boston in suburban schools. Its aims are "to provide a quality integrated education for urban children, new learning experiences for suburban children, and a closer understanding and cooperation between urban and suburban parents and other citizens in the metropolitan Boston area." METCO publishes a monthly newsletter, "Images," and a "Student Yearbook."

Mexican-American Legal Defense and Educational Fund (MALDEF)
145 9th Street
San Francisco, California 94103

MALDEF's purpose is to protect, by legal action, the Constitutional rights of all Mexican-Americans. It has been responsible for more than 90% of all civil rights litigation affecting Mexican-Americans. In addition to cases concerning de facto school segregation, inferior education, job discrimination and jury selection, it has also undertaken cases relating to public accomodations, voter rights, municipal services, consumer protection, and welfare and Social Security rights. MALDEF publishes a quarterly newsletter.

National Alliance of Black School Educators (NABSE)
P. O. Box 22613
Sacramento, California 95831

The goals of NABSE are to make a strong commitment to the education of all children, particularly minority children; to provide a coalition of black educators; to create a forum for the exchange of ideas and techniques; to identify and develop potential future black professionals. They publish a monthly newsletter and a quarterly journal.

National Association for African-American Education Clearinghouse
68-72 East 131st Street
New York, New York 10037

The purposes of this organization are: to assist in policy development in the area of black education; to coordinate efforts in and disseminate information concerning black education. The Clearinghouse operates the Aframail Library (a mail order telephone subscriber service) and the African reference library. They publish a variety of catalogues, posters and other materials.

National Association for Bilingual Education (NABE)
University of Texas
San Antonio, Texas 78285

NABE is composed of educators, administrators, paraprofessionals, community and lay organizations and students. It aims to recognize, promote and publicize bilingual education. NABE utilizes publications, speakers, consultants, international meetings and the mass media in order to give public recognition to programs and instruction which demonstrate excellence in such education. It publishes a quarterly journal.

National Association for Equal Opportunity in Higher Education (NAFEO)
2001 S Street, N. W.
Washington, D. C. 20009

NAFEO strives to provide a unified framework representing historically black universities and colleges and similarly situated institutions in their attempt to continue as viable forces in American society; to build the case for securing increased support from federal agencies, philanthropic foundations and other sources; to increase the active participation of blacks in the leadership of educational organizations together with memberships on federal boards and commissions relating to education.

National Association for Puerto Rican Civil Rights (NAPCR)
175 East 116th Street
New York, New York 10029

NAPCR is concerned with the civil rights problems of Puerto Ricans in legislative, labor, police, legal, and housing matters, especially in New York City. NAPCR publishes an annual journal.

National Association of State Boards of Education (NASBE)
2480 West 26th Avenue, Suite 215-B
Denver, Colorado 80211

NASBE's goals are to study problems of mutual interest and concern, improving communication and cooperation among the state boards; to maintain an effective liaison with educator groups; to exchange and disseminate information concerning educational programs and activities; and to coordinate activities and studies toward a nation-wide concensus on education. "FOCUS" is published monthly.

National Committee for Citizens in Education (NCCE)
Wilde Lake Village Green, Suite 410
Columbia, Maryland 21044

NCCE seeks to promote parent and citizen participation in all educational issues. Conducts research and disseminates information to individuals and citizen/parent groups. Operates national WATTS line (800-NET-WORK) to help parents get legal advice and information about education. A monthly newspaper, "Network," is published during the school year. NCCE also publishes handbooks for parents on education.

National Council of La Raza (NCLR)
1025 15th Street, N.W.
Washington, D.C. 20005

The purpose of NCLR is "to provide supportive assistance to affiliated barrio organizations in economic development, housing, and education." NCLR publishes the "Agenda Newsletter," the "Agenda Magazine," and various books and monographs.

National Education Association (NEA)
1201 16th Street, N. W.
Washington, D. C. 20036

NEA is a professional organization of elementary and secondary school teachers, college and university professors, administrators, principals, counselors and others interested in American education. NEA publishes "The Reporter," "Today's Education," and an annual handbook.

National Organization on Legal Problems of Education (NOLPE)
5401 Southwest Seventh Avenue
Topeka, Kansas 66606

NOLPE is composed of school attorneys, law professors, professors of education, school administrators, teachers and school board members. Its purposes are to exhange information in the area of school law, to stimulate research and publication in school law. Publishes special research studies as "Legal Problems of Education Series." It also publishes "School Law Reporter," "School Law Journal," "Yearbook of School Law" as well as addresses from the annual convention and various monographs.

National Scholarship Service and Fund for Negro Students (NSSFNS)
1776 Broadway
New York, New York 10019

NSSFNS is supported by foundation and corporate grants and individual contributions. It aims to broaden higher educational opportunities for blacks and other minority and low-income high school students. It maintains a free college advisory and referral service for interested students and those enrolled in Talent Search and Upward Bound projects; offers supplementary scholarship aid to counselees. It publishes "News," an Annual Report, "Reference Materials," and "Right On with Education for Black Students."

National Urban Coalition
1201 Connecticut Avenue, N. W.
Washington, D. C. 20036

The National Urban Coalition seeks to improve the conditions of urban life that have bred civil disorder. It is concerned with changes in national attitudes, priorities and institutions, the systems of urban government and development by which these conditions are created and perpetuated. It

conducts research and educational programs on such matters as ethnic-racial minority relations, discriminatory zoning and land use, nonprofit housing, health care delivery systems, public mass transportation, drug abuse and federal budget reform. It publishes a newsletter, "Network."

National Urban League (NUL)
500 East 62nd Street
New York, New York 10021

The National Urban League aims to eliminate racial segregation and discrimination in the United States and to help black citizens and other economically and socially disadvantaged groups to share equally in every aspect of American life. It works to eliminate institutional racism and to provide direct service to minorities in the areas of employment, housing, education, social welfare, health, etc. Its publications include "Urban League News" and "The Urban League Review."

Office for Advancement of Public Negro Colleges (Of the National Association of State Universities and Land-Grant Colleges)
805 Peachtree Street, N. E., Suite 577
Atlanta, Georgia 30308

Collects, organizes, interprets and disseminates factual data on 34 predominately public negro colleges. Publications include "Advancement Newsletter," "Profiles in Success" quarterly, "Fact Book on Public Black Colleges" annually, and various booklets.

Plan of Action for Challenging Times (PACT)
PACT-Educational Opportunities Clearinghouse
635 Divisadero Street
San Francisco, California 94117

PACT is a program to benefit minority and/or low income students who have not, in most cases, utilized their educational potential by reason of circumstances inherent in their background, mainly lack of encouragement, motivation, and finances. It serves a five county area surrounding San Francisco Bay. Students are identified through agency, school and community referrals. They are then assisted with counseling services, college and financial aid information, and college admissions procedures. PACT is sponsored by the U. S. Department of Health, Education and Welfare, under the Educational Talent Search Program.

Program Research in Integrated Multiethnic Education (PRIME)
T-5
University of California
Riverside, California 92502

PRIME seeks to assist public schools in three western states in their desegregation programs. It studies the dynamics of social change in multi-ethnic schools in order to help educators achieve culturally and structurally integrated learning environments. It conducts five research programs, each focused on a different aspect of the segregation-desegregation-integration process. PRIME provides statistical services and disseminates research reports and other information. PRIME publishes a bimonthly bulletin series and a bimonthly newsletter.

Racism/Sexism Resource Center for Educators
1841 Broadway
New York, New York 10023

The Resource Center develops and distributes lesson plans and classroom materials designed to counteract racism and sexism. The Center offers training designed to increase skills among educators to analyze materials for racism and sexism and to develop strategies for counteracting these behaviors. A catalogue of publications is available upon request.

Regional Bilingual Training Resource Center (RBTRC)
131 Livingston Street, Room 204
Brooklyn, New York 11201

The RBTRC, a Title VII National Network Center, serves as a Training Resource Center for all Title VII bilingual/multicultural programs in Region II (New York, New Jersey, Puerto Rico and the Virgin Islands) associated with the following target languages--Spanish, Italian, French/Haitian Creole, Chinese, and Greek. The RBTRC provides training workshops and technical assistance for Title VII personnel at the elementary, junior high, high school and university level. The RBTRC's library, which has one of the most comprehensive collections of bilingual/multicultural reference and instructional materials, is open Monday through Friday, 9-12:30, 1:30-5. A quarterly newsletter, "Bilingual Review," is published free of charge.

Roxbury Multi-Service Center, Inc.
317 Blue Hill Avenue
Roxbury, Massachusetts 02121

"The Roxbury Multi-Service Center is a community based social service organization providing counseling, guidance and action on housing, legal, neighborhood, family and personal problems to residents of Roxbury and North Dorchester. The Center was established in 1965 as a demonstration project to provide a variety of health and welfare services in one centralized, easily accessible location." To insure that every student enjoys his/her right to an education in an atmosphere of equality and fairness, the legal component is laying the foundation for meaningful involvement in the desegregation struggle.

Southern Education Foundation (SEF)
811 Cypress Street, N. E.
Atlanta, Georgia 30308

SEF is a self-perpetuating body composed of both white and black personnel, to improve and extend educational opportunities for southern youth with special regard to the needs of black youth.

Technical Assistance Consortium to Improve College Services (TACTICS)
2110 S Street, N. W.
Washington, D. C. 20009

TACTICS is composed of predominately black colleges that are accredited with or hold correspondence status with the Office of Education and an accrediting agency; recipients of Title III Program funds. The program is funded under Title III of the 1965 Higher Education Act to help black colleges build on their strengths and overcome the inadequate pattern of financial support they have received in the past. The program has been designed to help colleges develop whatever expertise they need to be more effective in achieving their goals. They publish an Annual Report, a newsletter, and brochures and technical papers.

United Negro College Fund (UNCF)
500 East 62nd Street
New York, New York 10021

The UNCF is a fund raising agency for historically black colleges and universities, graduate and professional schools, all of which are private and

fully accredited. The UNCF Department of Educational Services offers counseling and information on a broad range of educational and administrative problems to member schools. UNCF coordinates research on black higher education with the Management Information Systems in Washington, D. C. They publish a newsletter and annual report.

U. S. Office of Education
Equal Educational Opportunity Unit
JFK Federal Building, Room 2303
Boston, Massachusetts 02203

The EEO Unit at the U. S. Office of Education provides technical assistance and funding to school districts and non-profit groups who are involved with school desegregation. At the present time, there are approximately four million dollars in ESAA funds being allowed for this purpose. General information concerning the Emergency School Aid Act, such as regulations and guidelines, are available free of cost upon request to this office.

Urban Appalachian Council
1015 Vine Street, Room 304
Cincinnati, Ohio 45202

The Urban Appalachian Council is an advocacy organization for mountain people who have migrated to cities outside the Appalachian Region. The Council's activities focus on cultural affirmation, community organization, research, advocacy and program development. The Council publishes a newsletter called "Appalachian Advocate," the "Appalachian Research Bulletin," and a number of working papers.

Urban Institute
2100 M Street, N. W.
Washington, D. C. 20037

The Urban Institute was founded to meet the need for an independent, broadly-based research organization to make studies and propose solutions in a number of urban problem areas. It works closely with government officials and administrators seeking insight on pressing problems and alternatives to prevailing policies. It is linked with urban researchers in government, universities and other research organizations.

The Urban Resources Center
3017 Wheeler Avenue
Houston, Texas 77004

The Urban Resources Center functions as an extension of Texas Southern University's involvement in problems of the central city. It collects and disseminates socio-economic and demographic data and research findings to agencies and organizations for use in implementing alternatives to the present urban dilemma. The major objectives of the Center are: 1) to probe crucial issues facing urban areas through reliable, systematic and interdisciplinary research; 2) to coordinate and consolidate various city-wide agencies and concerns that are working to improve the situations of minority community residents, the aged and the poor; and, 3) to respond to particular research needs of planning agencies (local, state, and federal) and to undertake research feasibility studies on specific communities and pressing problems of mutual concern to planners and community residents alike. The Center has published a number of guides and reports.

Women's Caucus
c/o National Education Association
1201 16th Street, N. W.
Washington, D. C. 20036

The Women's Caucus works to combat sex discrimination in elementary and secondary education. It works for legislation and conducts programs aimed at placing more women in policy-making positions in education.

EDUCATION LABORATORIES AND R & D CENTERS

Appalachia Educational Laboratory, Inc. (AEL)
1031 Quarrier Street
P. O. Box 1348
Charleston, West Virginia 25325

AEL's specific mission is to improve education and educational opportunity in the Appalachian region. AEL serves the Appalachian region by performing major projects based on needs assessments, providing the information to its constituents and serving as a communication link among states through the AEL board of directors, among other functions. AEL aims to lesson the impact of economic hardship and rural isolation in the Appalachian region by the development of innovative educational programs to meet the specified needs of the region. The Laboratory has demonstrated its ability to deal with the education of disadvantaged youth in rural settings and is now developing a similar capability in urban areas.

CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

CEMREL, Inc. was established to improve the quality of the education received by the nation's children and to bridge the gap between sound educational research and development and school practice in cooperation with other educational agencies. CEMREL concentrates on four types of educational work: 1) the development of instructional materials; 2) the conduct of research and evaluation studies; 3) school and community services; and, 4) publications and publishing services. They also maintain a continuing series of workshops, seminars and training institutes.

Center for Education Policy and Management (CEPM)
1472 Kincaid
Eugene, Oregon 97401

The Center attempts to serve as a link between researchers and practitioners in the field of educational administration. Through its instruction and field services division and information services division, the Center provides ready access to current research and development efforts in the field. The emphasis of the Center since its inception has been pragmatic research. CEPM is composed of three divisions: the ERIC Clearinghouse on Educational Management, the research and development division, and the instruction and field service division.

Center for the Study of Evaluation (CSE)
University of Los Angeles
145 Moore Hall
Los Angeles, California 90024

CSE was established by the U. S. Office of Education in 1966 and has maintained its commitment by furnishing the educational community with both products and research findings directly applicable to meeting the increasing requirements for evaluation of educational and social-action programs. CSE has developed an expertise in the design, development, and dissemination of evaluation training products.

Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218

The goal of the Center is to produce useful knowledge on how organizational and social changes in schools can influence a broad range of important student outcomes. The Center specializes in basic research on new structural forms and organizational improvements for schools, classrooms and school systems. The Center maintains a resource of social-science survey data on school-effects issues by conducting original field studies, and by regularly using data sets which were assembled by others.

Center for Vocational Education (CVE)
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

CVE's mission is to increase the ability of diverse agencies, institutions, and organizations to solve education problems relating to career planning and preparation. This is done by generating knowledge through research, developing educational programs and products, evaluating program needs and outcomes, operating information systems and services, and conducting leadership development and training programs.

Far West Laboratory for Educational Research and Development (FWL)
1855 Folsom Street
San Francisco, California 94103

FEL's goal is to improve the learning opportunities for individuals of all ages. The work of the FWL focuses on improving teaching practices, instructional materials, and organizational arrangements for delivery of educational services. The staff of FWL provides technical assistance, conducts research and develops new materials or processes.

Learning Research and Development Center
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260

The Center was organized to develop, study and evaluate adaptive environments for the education of children from three to twelve. The Center's work at present includes: 1) designing new environments for learning, 2) instructional intervention on basic skills, 3) the evaluation of educational interventions, and 4) interaction between the problems of education and the underlying research disciplines.

Mid-Continent Regional Educational Laboratory (McREL)
7302 Pennsylvania Avenue
Kansas City, Missouri 64114

McREL was founded in 1966 as a non-profit corporation engaged in educational research, development, training and utilization practices designed to bridge the gap between educational research and classroom practice. The Laboratory strives to create improved educational programs and practices through systematic long-term programs of research and development.

National Center for Higher Education Management Systems (NCHEMS)
P. O. Drawer P
Boulder, Colorado 80302

The mission of NCHEMS is to undertake research, development, and dissemination activities, and to support such efforts by others, that will help improve planning and management in postsecondary education. Its roles include improving the basic knowledge and understanding of planning and management in post-secondary education, improving information availability and accessibility,

addressing problems and issues faced by postsecondary education planners and managers.

Northwest Regional Educational Laboratory
400 Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 97204

The goals of the Laboratory are stated as "to assist education, government, community agencies, business, and labor in bringing about improvement in educational programs and processes by 1) developing and disseminating effective educational products and procedures; 2) conducting research on educational problems; 3) providing technical assistance in educational problem solving; 4) evaluating effectiveness of educational programs and projects; 5) providing training in educational planning, management, and instruction; and 6) serving as an information resource on effective educational programs and processes."

Research for Better Schools, Inc. (RBS)
1700 Market Street, Suite 1700
Philadelphia, Pennsylvania 19103

RBS's single goal has been to improve the quality of instruction as it is actually delivered to the student. RBS is developing capability in several areas which include school violence and disruption, compensatory education, desegregation assistance, drug education and educational futures.

Research and Development Center for Teacher Education
University of Texas
Education Annex 3.203
Austin, Texas 78712

The Center, which was established in 1965, has developed expertise and conducted research in several areas including: identifying factors which make for large discrepancies in learning in different socio-economic and ethnic groups; identifying teaching procedures that foster children's development of effecting coping skills, work attitudes and habits; combining many of the findings of research into an experimental, school-based program aimed at substantially improving the learning of basic skills, especially by economically and culturally disadvantaged children.

Southwest Educational Development Laboratory (SEDL)
211 East Seventh Street
Austin, Texas 78701

When SEDL was conceived in 1966, its problem focus was stated as follows: "The problem focus is intercultural education with the aim of providing educational experiences adapted to the unique backgrounds and needs of the diverse population groups of this southwestern region... The cultural richness of each segment of the population will be emphasized--through the arts, through language study, and through better understanding of ethnic heritages." The institution's role is comprised of three functions: 1) basic research, 2) applied research, and 3) product and information dissemination.

Southwest Regional Laboratory Educational Research and Development (SWRL)
4665 Lampson Avenue
Los Alamitos, California 90720

SWRL's principal fields of interest include: production of improved instructional outcomes by developing research-based, quality-verified instructional systems, accompanying support systems required for their use in the nation's schools and production of technology providing replicable systematic procedures for effecting improvement in education. SWRL's general program strategy is to direct its R & D activities toward research which, when combined with existing knowledge, will permit the creation of new and useful educational products.

Center for Educational Research at Stanford
School of Education
Stanford University
Stanford, California 94305

The work of the Center is organized into three major programs: the program on Teacher Effectiveness; the Environment for Teaching; and Teaching and Linguistic Pluralism. Work now being carried out reflects the Center's ability to conduct basic and applied research on teaching strategies, behaviors and styles; teacher training; procedures for the improvement of knowledge about and the teaching of bilingual, bidialectal and poverty-area children; community involvement; methods for changing student attitudes affected by characteristics such as race or ethnicity.

Wisconsin Research and Development Center for Cognitive Learning
1025 West Johnson Street
Madison, Wisconsin 53706

"The mission of the Wisconsin Research and Development Center for Cognitive Learning is to improve the scope and quality of education by helping children develop as rapidly and effectively as possible their full potential as human beings and as contributing member of society. The Center strives to fulfill this goal by conducting research to discover more about how children learn and develop; developing improved instructional strategies, processes, and materials for children, teachers, and school administrators; and providing assistance to educators and citizens which helps transfer the outcomes of research and development to improved practices."

GENERAL ASSISTANCE CENTERS - TYPE A (DESEGREGATION)

AREA 1: Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, Vermont

Mr. James Barnes
University of Hartford
New England Equal Educational Center
69 Lafayette Street
Hartford, Connecticut 06103
(203) 522-7166

AREA 2: New Jersey, New York, Puerto Rico, Virgin Islands

Mr. William Moody
Teachers College, Columbia University
Institute for Urban and Minority Education
525 West 120th Street
New York, New York 10027
(212) 678-3350

AREA 3: Delaware, Maryland, Pennsylvania

Dr. Ogle Duff, Director
General Assistance Center on School Desegregation and Conflict
University of Pittsburgh
4029 Bigelow Boulevard
Pittsburgh, Pennsylvania 15260
(412) 624-5865

AREA 4: District of Columbia, Virginia, West Virginia

Dr. Howard W. Allen, Director
Consultative Resource Center
University of Virginia
School of Education
Ruffner Hall, Emmet Street
Charlottesville, Virginia 22903
(804) 924-3707 or 3725

AREA 5: North Carolina

Dr. Clinton R. Downing, Director
East Carolina University
General Assistance Center
P. O. Box 2706
Greenville, North Carolina 27834
(919) 758-6704

AREA 6: South Carolina

Dr. Richard Kemper, Director
University of South Carolina
College of Education
Columbia, South Carolina 29208
(803) 777-6513

AREA 7: Georgia

Dr. Morill M. Hall, Director
University of Georgia
Center for Educational Improvement
C-12 Aderhold Hall
Athens, Georgia 30602
(404) 542-1821

AREA 8: Florida

Dr. Gordon Foster, Director
University of Miami
School of Education
P. O. Box 8065
Coral Gables, Florida 33124
(305) 284-3213

AREA 9: Alabama

Dr. Paul Fanning, Director
The University of Alabama
P. O. Box 6509
University, Alabama 35486
(205) 384-5152

AREA 10: Mississippi

Dr. Norvel Burkett, Director
Mississippi State University
Division of Continuing Education
Drawer NX
Mississippi State, Mississippi 39762
(601) 325-4030

AREA 11: Kentucky, Tennessee

Dr. Frederick P. Venditti, Director
224 Henson Hall
Educational Planning Center
University of Tennessee
Knoxville, Tennessee 37916
(615) 974-6638

AREA 12: Ohio

Dr. James E. Ervin, Project Director
KEDS - General Assistance Center
Kent State University
301 Wright Hall
Kent, Ohio 44242
(216) 672-2828 or 2121

AREA 13: Indiana

Mr. Sam Mercantini, Director
Indiana University Foundation, I. U. P. U. I.
902 North Meridian Street
Indianapolis, Indiana 46204
(317) 264-4628

AREA 14: Illinois

Mr. David G. Henry, Project Directo
National College of Education
Center for Multi-Cultural Education
2840 Sheridan Road
Evanston, Illinois 60201
(312) 236-1671

AREA 15: Michigan

Dr. Charles D. Moody, Sr., Director
Program for Educational Opportunity
University of Michigan
1046 School of Education
Ann Arbor, Michigan 48105
(313) 763-9910

AREA 16: Minnesota, Wisconsin

Dr. George D. King, Project Director
Minnesota Contractors Resource Center
2829 University Avenue, S. E., Room 602
Minneapolis, Minnesota 55414
(612) 373-7560

AREA 17: Texas

Mr. Percy Morehouse
The Center for Public School Ethnic Studies
The University of Texas
Austin, Texas 78712
(512) 471-3625

AREA 18: Louisiana

Dr. Eldridge Gendron
Educational Resource Center
Alcee Fortier Hall, Room 312
Tulane University
New Orleans, Louisiana 70118
(504) 866-5427

AREA 19: Oklahoma

Dr. Joe Garrison, Director
Consultative Center for EEO
University of Oklahoma
555 Constitution Avenue
Norman, Oklahoma 73069
(405) 325-1841

AREA 20: Arkansas

Dr. A. B. Wetherington
Ouachita Baptist University
Arkansas Technical Assistance Center
Arkadelphia, Arkansas 71923
(501) 246-4531, Ext. 294

AREA 21: New Mexico

Dr. Ernest Gurule
Regents of the University of New Mexico
The University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-5706

AREA 22: Iowa, Kansas, Missouri, Nebraska

Dr. Charles Rankin
General Assistance Center
University of Missouri
408 Hitt Street
Columbia, Missouri 65201
(314) 882-6294

AREA 23: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Mr. Richard Thomas
Weber State College
3750 Harrison Boulevard
Ogden, Utah 84408
(801) 399-5941, Ext. 576

AREA 24: Arizona, California, Nevada

Dr. Leonard Beckum
Far West Laboratory for Educational Research
and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3079

AREA 25: Guam, Hawaii, American Samoa, Trust Territories

Dr. Melvin Ezer
University of Hawaii
College of Education
Department of Educational Foundation
2444 Dole Street
Honolulu, Hawaii 96822
(808) 948-7859 or 8658

AREA 26: Idaho, Oregon, Washington

Dr. Ralph T. Nelsen
School of Education
Portland State University
P. O. Box 751
Portland, Oregon 97207
(503) 229-4624

AREA 27: Alaska

Mr. Robert Arnold
Alaska Native Foundation
515 D Street
Anchorage, Alaska 99501
(907) 274-5638

GENERAL ASSISTANCE CENTERS - TYPE B (BILINGUAL)

AREA A: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Puerto Rico, Virgin Islands

Dr. Charles Harrington
Bilingual General Assistance Center (Box 11)
Teachers College, Columbia University
New York, New York 10027
(212) 678-3155

AREA B: Pennsylvania, Delaware, Maryland, District of Columbia, Virginia, Florida, West Virginia, North Carolina, South Carolina, Kentucky, Tennessee, Georgia, Alabama, Mississippi

Dr. Gordon Foster
University of Miami, School of Education
P. O. Box 8065
Coral Gables, Florida 33124
(305) 284-3213

AREA C: Ohio, Indiana, Illinois, Michigan, Minnesota, Wisconsin, Missouri, Kansas, Iowa, Nebraska

Dr. Josue M. Gonzalez, Acting Director
Chicago State University
95th Street at King Drive
Chicago, Illinois 60628
(312) 995-2363

AREA D: Texas, Arkansas, Louisiana

Dr. Blandina Cardenas
Intercultural Development Research Association
5835 Callaghan, Suite 111
San Antonio, Texas
(512) 684-8180

AREA E: Montana, North Dakota, South Dakota, Wyoming, Colorado, Utah, Oklahoma

Mr. Bernie Martinez
Director, Coalition of Indian Controlled School Boards
811 Lincoln, 6th Floor
Denver, Colorado 80203
(303) 573-9016

AREA F: New Mexico, Arizona, Nevada

Dr. Ray Rodriguez
University of New Mexico
School of Education - LAU Center
Albuquerque, New Mexico 87131
(505) 277-5706

AREA G: That part of California south of the northern boundaries of San Luis Obispo, Kern and San Bernardino Counties

Dr. M. Reyes Mazon
Institute for Cultural Pluralism
San Diego State University
5402 College Avenue
San Diego, California 92182
(714) 286-5193

AREA H: That part of California not included in Area G

Dr. Roberto Cruz
BABEL (LAU) Center
2168 Shattuck Avenue
Berkeley, California 94704
(415) 644-6187

AREA I: Washington, Oregon, Idaho, Alaska, Hawaii, Guam, American Samoa, Trust Territories

Dr. Antonio Fernandez, Acting Director
Center for Bilingual Education
Lindsay Building
710 SW Second Avenue
Portland, Oregon 97204
(503) 248-6805

STATE DEPARTMENTS OF EDUCATION (HIGHER)

Commission on Higher Education
1504 Union Bank and Trust Building
100 Commerce Street
Montgomery, Alabama 36103
(205) 269-7515

University of Alaska
101 Bunnell
College, Alaska 99701
(907) 479-7311

Board of Regents
1535 West Jefferson Street
Phoenix, Arizona 85007
(602) 257-4806

Department of Higher Education
401 National Old Line Building
Capitol and Woodlane
Little Rock, Arkansas 72201
(501) 371-1441

Coordinating Council for Higher Education
1020 12th Street
Sacramento, California 95814
(916) 445-7933

Department of Higher Education
719 State Services Building
1525 Sherman Street
Denver, Colorado 80203
(303) 892-2115

Commission for Higher Education
340 Capitol Avenue
P. O. Box 1320
Hartford, Connecticut 06101
(203) 566-3913

Council of Presidents of the Institutions of Higher Learning
Delaware State College
Dover, Delaware 19901
(302) 678-4901

Board of Higher Education
1025 Vermont Avenue, N. W.
Suite 606
Washington, D. C. 20005
(202) 727-2600

Division of Universities
Department of Education
210 Collins Building
107 West Gaines Street
Tallahassee, Florida 32304
(904) 488-4234

Board of Regents
University System of Georgia
468 New State Office Building
244 Washington Street, S. W.
Atlanta, Georgia 30334
(404) 656-2202

Office of Higher Education
413 Idaho Street
Boise, Idaho 83720
(208) 384-2270

Board of Higher Education
500 Reisch Building
119 South 5th Street
Springfield, Illinois 62701
(217) 782-2551

Commission for Higher Education
Graphic Arts Building
215 North Senate Avenue
Indianapolis, Indiana 46202
(317) 633-6474

Board of Regents
Grimes State Office Building
East 14th and Grand Avenue
Des Moines, Iowa 50319
(515) 281-5131

Board of Regents
State Office Building
10th and Topeka Avenue
Topeka, Kansas 66612
(913) 296-3421

Commission on Higher Education
Capitol Plaza Tower
Frankfort, Kentucky 40601
(502) 564-3553

Coordinating Council for Higher Education
State Office Building
150 Riverside Mall
P. O. Box 44362
Baton Rouge, Louisana 70804
(504) 389-6771

Council on Higher Education
93 Main Street
Annapolis, Maryland 21401
(301) 267-5961

Board of Higher Education
182 Tremont Street
Boston, Massachusetts 02111
(617) 727-5360

Department of Education
Michigan National Tower
124 West Allegan Street
Lansing, Michigan 48902
(517) 373-3354

Higher Education Coordinating Commission
400 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55155
(612) 296-3974

Board of Trustees of State Institutions of Higher Learning
Education and Research Center
P. O. Box 2336
Jackson, Mississippi 39205
(601) 982-6611

Department of Higher Education
600 Clark Avenue
Jefferson City, Missouri 65101
(314) 751-2361

University System
1231 11th Avenue
Helena, Montana 59601
(406) 449-3024

Board of Trustees of the Nebraska State Colleges
State Capitol
1445 K Street
P. O. Box 94605
Lincoln, Nebraska 68509
(402) 471-2505

University of Navada System
405 Marsh Avenue
Reno, Nevada 89502
(702) 784-4901

Postsecondary Education Commission
66 South Street
Concord, New Hampshire 03301
(603) 271-2555

Department of Higher Education
Department of Education Building
225 West State Street
Trenton, New Jersey 08625
(609) 292-4310

Board of Educational Finance
201 State Capitol
Santa Fe, New Mexico 87501
(505) 827-2118

Education Department
State Education Building
Albany, New York 12224
(518) 474-3852

Board of Higher Education
910 Raleigh Road
Chapel Hill, North Carolina 27514
(919) 933-6981

Board of Higher Education
State Capitol
Bismarck, North Dakota 58501
(701) 224-2960

Board of Regents
88 East Broad Street
Columbus, Ohio 43215
(614) 466-6000

State Regents for Higher Education
State Capitol
2302 Lincoln Boulevard
P. O. Box 53383
Oklahoma City, Oklahoma 73105
(405) 521-2444

Board of Higher Education
P. O. Box 3175
Eugene, Oregon 97403
(503) 686-4141

Department of Education
Education Building
Walnut and Commonwealth Streets
P. O. Box 911
Harrisburg, Pennsylvania 17126
(717) 787-5041

Public Higher Education Agency
Department of Education
199 Promenade Street
Providence, Rhode Island 02908
(401) 277-2042

Commission on Higher Education
1104 Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201
(803) 758-2407

Board of Regents
Capitol Building Annex
Pierre, South Dakota 57501
(605) 224-3455

Division of Higher Education
Department of Education
243 Cordell Hull Building
436 6th Avenue, N.
Nashville, Tennessee 37219
(615) 741-3483

Coordinating Board
Texas College and University System
Lyndon Baines Johnson State Office Building
111 East 17th Street
P. O. Box 12788
Austin, Texas 78711
(512) 475-4361

Commissioner of Higher Education
1201 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111
(801) 328-5617

Higher Education Council
University of Vermont
Burlington, Vermont 05401
(802) 656-2043

Council of Higher Education
911 East Broad Street
Richmond, Virginia 23219
(804) 770-2143

Council on Higher Education
908 East Fifth Street
Olympia, Washington 98504
(206) 753-2210

Board of Regents
1316 Charleston National Plaza
Charleston, West Virginia 25301
(304) 348-2440

Higher Educational Aids Board
115 West Wilson Street
Madison, Wisconsin 53703
(608) 266-2897

Higher Education Council
2420 Carey Avenue
Cheyenne, Wyoming 82001
(307) 777-7417

STATE DEPARTMENTS OF EDUCATION (PRIMARY AND SECONDARY)

Department of Education
State Office Building
501 Dexter Avenue
Montgomery, Alabama 36104
(205) 269-6321

Department of Education
304 Alaska Office Building
350 Main Street, Pouch F
Juneau, Alaska 99801
(907) 465-2800

Department of Education
State Capitol
1700 West Washington Street
Phoenix, Arizona 85007
(602) 271-4361

Department of Education
Education Building
Capitol Grounds
Little Rock, Arkansas 72201
(501) 371-1464

Department of Education
721 Capitol Mall
Sacramento, California 95814
(916) 445-4338

Department of Education
523 State Office Building
201 East Colfax Avenue
Denver, Colorado 80203
(303) 892-2212

Department of Education
305 State Office Building
165 Capitol Avenue
P. O. Box 2219
Hartford, Connecticut 06101
(203) 566-5061

Department of Public Instruction
Townsend Building
Court Street
Dover, Delaware 19901
(302) 678-4601

Board of Education
Presidential Building
415 12th Street, N. W.
Washington, D. C. 20004
(202) 737-4786

Department of Education
The Capitol
Tallahassee, Florida 32304
(904) 488-3115

Department of Education
242 Old State Office Building
Atlanta, Georgia 30334
(404) 656-2591

Department of Education
Queen Liliuokalani Building
1390 Miller Street
P. O. Box 2360
Honolulu, Hawaii 96804
(808) 548-6405

Department of Education
650 West State Street
Boise, Idaho 83720
(208) 384-3300

Office of the Superintendent of
Public Instruction
302 State Office Building
400 South Spring Street
Springfield, Illinois 62704
(217) 782-6500

Department of Public Instruction
227 State House
Indianapolis, Indiana 46204
(317) 633-6610

Department of Public Instruction
Grimes State Office Building
East 14th and Grand Avenue
Des Moines, Iowa 50319
(515) 281-5294

Department of Education
State Education Building
120 East 10th Street
Topeka, Kansas 66612
(913) 296-3201

Department of Education
Capitol Plaza Tower
Frankfort, Kentucky 40601
(502) 564-4770

Department of Education
P. O. Box 44064
Baton Rouge, Louisiana 70804
(504) 389-5109

Department of Educational and
Cultural Services
Education Building
Augusta, Maine 04330
(207) 289-2321

Department of Education
6510 Elkridge Landing Road
Linthicum, Maryland 21090
(301) 796-8300

Department of Education
178 Tremont Street
Boston, Massachusetts 02111
(617) 727-5700

Department of Education
Michigan National Tower
124 West Allegan Street
Lansing, Michigan 48902
(517) 373-3354

Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55155
(612) 296-3116

Department of Education
501 Sillers Building
P. O. Box 771
Jackson, Mississippi 39205
(601) 354-6933

Department of Elementary and
Secondary Education
Jefferson State Office Building
Sixth Floor
100 East Capitol Avenue
P. O. Box 480
Jefferson City, Missouri 65101
(314) 751-4446

Office of the Superintendent of
Public Instruction
Capitol Building
Helena, Montana 59601
(406) 449-3095

Department of Education
233 South 10th Street
Lincoln, Nebraska 68508
(402) 471-2295

Department of Education
Carson City, Nevada 89701
(702) 885-4450

Department of Education
410 State House Annex
Concord, New Hampshire 03301
(603) 271-3494

Department of Education
Department of Education Building
225 West State Street
Trenton, New Jersey 08625
(609) 292-4450

Department of Education
Education Building
300 Don Gaspar Street
Santa Fe, New Mexico 87501
(505) 827-2282

Education Department
State Education Building
Albany, New York 12224
(518) 474-3852

Department of Public Instruction
Education Building
West Edenton and Salisbury Streets
Raleigh, North Carolina 27603
(919) 829-3813

Department of Public Instruction
State Capitol
Bismarck, North Dakota 58501
(701) 224-2261

Department of Education
State Office Building
65 South Front Street
Columbus, Ohio 43215
(614) 466-3304

Department of Education
State Capitol
2302 Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405) 521-3301

Department of Education
942 Lancaster Drive, N. E.
Salem, Oregon 97310
(503) 378-3573

Department of Education
Education Building
Walnut and Commonwealth Streets
P. O. Box 911
Harrisburg, Pennsylvania 17126
(717) 787-5820

Department of Education
199 Promenade Street
Providence, Rhode Island 02908
(401) 277-2031

Department of Education
1006 Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201
(803) 758-3291

Department of Public Instruction
Capitol Building
Pierre, South Dakota 57501
(605) 224-3243

Department of Education
Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-2731

Texas Education Agency
201 East 11th Street
Austin, Texas 78703
(512) 475-3271

Board of Education
University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111
(801) 328-5431

Department of Education
State Office Building
120 State Street
Montpelier, Vermont 05602
(802) 828-3135

Department of Education
Ninth Street Office Building
Richmond, Virginia 23219
(804) 770-2612

State Superintendent of Public
Instruction
Old Capitol Building
Olympia, Washington 98504
(206) 753-6717

Department of Education
358 State Office Building 6
1900 Washington Street, East
Charleston, West Virginia 25305
(304) 348-2681

Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-1771

Department of Education
State Office Building, W.
2300 Capitol Avenue
Cheyenne, Wyoming 82001
(307) 777-7673

LEGISLATION RELATED TO EQUAL EDUCATIONAL OPPORTUNITY

14th Amendment to the U. S. Constitution - 1868

The 14th Amendment guarantees "the equal protection of the laws" to all persons. This amendment was passed to outlaw state imposed discrimination against blacks, but it was not considered discriminatory if blacks were treated on a "separate but equal" basis.

Johnson-O'Malley Act - 1934 (amended 1936) - P. L. 93-638

The Johnson-O'Malley Act authorized the Secretary of the Interior to contract with states or territories for the education, medical attention, agricultural assistance and social welfare of Indians in the state. In areas where Indians are mixed with white populations, "it becomes advisable to fit them into the general public school scheme rather than to provide separate schools for them." This act is a primary outlet for federal subsidization of Indian education. Money is used not only for basic support but also for lunches, transportation, and administrative costs.

The Civil Rights Act of 1964 - P. L. 88-352

Title IV

Provides for technical assistance and grants for desegregation planning, teacher training, and staff training to equip personnel to deal with desegregation related problems. Title IV also authorizes the Attorney General to sue to obtain school desegregation.

Title VI

Congress voted to guarantee that no federal money be provided for any program which violated the constitutional rights of American citizens. The possibility of losing federal funds proved to be a great incentive to desegregate.

Elementary and Secondary Education Act - 1965

Title I - P. L. 89-10

Congress provided for financial assistance "to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children."

Title VII - P. L. 90-247

Recognizing the large number of children with limited English speaking ability, "the Congress declares it to be the policy of the United States, in order to establish equal educational opportunity for all children (a) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods" and (b) to provide financial assistance in carrying out such programs.

Title VIII - P. L. 89-10

Title VIII provides funds for: (a) dropout prevention projects; (b) grants for demonstration projects to improve school nutrition and health services for children from low-income families; (c) research and demonstration projects in correction education services; (d) improvement of educational opportunities for Indian children; and, (e) consumers' education programs.

Title IX - P. L. 92-318

"In recognition of the heterogeneous composition of the Nation and of the fact that in a multi-ethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic and all committed populace, and in recognition of the principle that all persons in the educational institutions of the nation shall have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group, it is the purpose of this title to provide assistance designed to afford students opportunities to learn about the nature of their own cultural heritage, and to study contributions of the cultural heritages of the other ethnic groups of the Nation."

Higher Education Act of 1965

Title I - P. L. 89-329

Money was allocated "for the purpose of assisting the people of the United States in the solution of community problems such as housing, poverty, government, recreation, employment, youth opportunities, transportation, health, and land use by enabling the Commissioner to make grants under this title to strengthen community service programs of colleges and universities."

Title III - P. L. 92-318

Title III authorized the allocation of money for "a program of special assistance to strengthen the academic quality of developing institutions which have the desire and potential to make a substantial contribution to the higher education resources of the Nation but which are struggling for survival and are isolated from the main currents of academic life."

Elementary and Secondary Education Amendments of 1966 - P. L. 89-750

"The Commissioner of Education shall not defer action or order action deferred on any application by a local educational agency for funds...on the basis of alleged noncompliance with the provisions of Title VI of the Civil Rights Act of 1964 for more than sixty days after notice is given to such local agency of such deferral...."

Elementary and Secondary Education Amendments of 1969 - P. L. 91-230

"It is the policy of the United States that guidelines and criteria established persuant to Title VI of the Civil Rights Act of 1964 and section 182 of the Elementary and Secondary Education Amendments of 1966 dealing with conditions of segregation by race, whether de jure or de facto in the schools of the local educational agencies of any state shall be applied uniformly in all regions of the United States whatever the origin or cause of such segregation."

Education of the Handicapped Act - 1970 - P. L. 91-230

The Commissioner of Education "shall...make payments to states for the purpose of assisting the states in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the preschool, elementary school and secondary school levels in order to provide full educational opportunities to all handicapped students."

Indian Education Act of 1972 (Title VI of Public Law 92-318, Educational Amendments of 1972) - P. L. 92-318

This act is intended to serve the special educational needs of Indian children by 1) preparing individuals for teaching or administering special programs and projects; 2) providing fellowships for Indian students at institutions of higher education; 3) the establishment of an "Office of Indian Education" in the Office of Education; and, 4) the establishment of a National Advisory Council on Indian Education.

Education Amendments of 1972 - P. L. 92-318

Title VIII

"No provision of this Act shall be construed to require the assignment or

transportation of students or teachers in order to overcome racial imbalance. ...No funds appropriated for the purpose of carrying out any applicable program may be used for the transportation of students or teachers...in order to overcome racial imbalance in any school or school systems...except on the express written voluntary request of appropriate local school officials."

Education Amendments of 1972 - P. L. 92-318

Title IX

Title IX amends Title VI of the Civil Rights Act of 1964 to include a prohibition on discrimination on the basis of sex. "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subject to discrimination under educational program or activity receiving federal financial assistance."

State and Local Assistance Act of 1972 - P. L. 92-512

Title I of this act provides for revenue sharing, with funds being available for education related expenses.

Section 122(a) provides that "No person in the United States shall, on the ground of race, color, national origin, or sex, be excluded from participating in, be denied the benefit of, or be subject to discrimination under any program or activity funded in whole or part with (revenue sharing) funds."

Emergency School Aid Act - 1972 - P. L. 92-318

(a) "The Congress finds that the process of eliminating or preventing minority group isolation and improving the quality of education for all children often involves the expenditure of additional funds to which local educational agencies do not have access.

(b) The purpose of this title is to provide financial assistance

(1) to meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary schools

(2) to encourage the voluntary elimination, reduction or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students

(3) to aid school children in overcoming the educational disadvantages of minority group isolation."

Equal Educational Opportunities Act of 1974 - P. L. 93-380

This legislation was an attempt on the part of Congress to limit the role of the courts and H. E. W. in ordering school busing. It explicitly prohibited the following: 1) deliberate segregation based on race, color, or national origin; 2) lack of affirmative measures to remove remains of dual school systems; 3) discrimination in employment by an educational agency on the basis of race, color or national origin; 4) assignments and transfers which increase segregation; and, 5) failure to take action to overcome language barriers which impede equal participation of students in instructional programs.

For those who wish to view the text of a particular piece of federal legislation, two means are available. At any law library and at many public and university libraries the individual may consult U. S. Code Congressional and Administrative News which contains, in its annual editions, the full text of all federal legislation passed in that particular year. The reader may also consult Shepard's Acts and Cases by Popular Names, Federal and State which provides a reference to the U. S. Code or to U. S. Statutes at Large in which one may find the actual text of a piece of legislation.

COURT CASES RELATED TO EQUAL EDUCATIONAL OPPORTUNITY

Cumming v. Richmond County Board of Education, 175 U. S. 528 (1899)

Since no high school had been provided for them, Negro children in Georgia sought to discontinue the maintenance of a high school for white students. The Supreme Court denied this action stating that other remedies were available to the complainants for securing a school facility.

Berea College v. Kentucky, 211 U. S. 45 (1908)

The Court upheld a state prohibition against corporations teaching white and black pupils in the same institution.

GongLum v. Rice, 275 U. S. 78 (1927)

"Chinese children living in Mississippi objected to being called 'colored' for school purposes. The Court denied their desire to be classified as 'white.'"

Missouri ex rel Gaines v. Canada, 305 U. S. 337 (1938)

The Court ruled it to be a denial of the equal protection of the law for the State of Missouri to pay Lloyd Gaines to go to a law school outside the state, even though payment was for the same amount it would cost at the State University. It was decided by the Court that the state could only guarantee equal protection within its borders.

Sipuel v. Board of Regents, 332 U. S. 631 (1948)

This was the first significant pressure placed by the Court on the 'separate but equal' doctrine. They ruled that under the 14th Amendment that state's duty was to provide equal protection for Negroes at the same time it provided such protection for other citizens. Ms. Sipuel was admitted to Oklahoma's only law school since a separate law school for Negroes had not been set up by the state.

McLaurin v. Oklahoma State Regents, 339 U. S. 637 (1950)

In this companion case to Sweatt v. Painter (cf. below) the Court ruled that a

black student admitted to a white graduate school must be treated like all other students and not segregated within the school.

Sweatt v. Painter, 339 U. S. 629 (1950)

Seeking admission to the University of Texas Law School, a student claimed that it was impossible to secure an equal education in the law school set up for blacks in the basement of a building. The Court agreed with this contention and ruled that the 'separate but equal' doctrine was unconstitutional as applied to public education.

Brown v. Board of Education of Topeka, Kansas, 347 U. S. 483 (1954)

The Court ruled that state-enforced racial segregation in the schools is psychologically harmful to black children. They held that the states could not educate black students in separate educational institutions, even where these separate facilities were equal to those set up for white children.

Bolling v. Sharpe, 347 U. S. 497 (1954)

The Court held that the due process law of the 5th Amendment was violated by racial segregation in the public schools by the Federal Government in the District of Columbia.

Hawkins v. Board of Control of Florida, 350 U. S. 413 (1956)

The Court ruled that 'all deliberate speed' was applicable to elementary and secondary schools, not on the level of higher education. The immediate right to equal education remained intact beyond the level of secondary school.

Cooper v. Aaron 358 U. S. 1 (1958)

The Court, in a unanimous decision, reaffirmed Brown (1954). In this case, the Little Rock, Arkansas school board requested a stay in its 1958 integration plan due to the hostility of the public. The Court rejected the position of the Governor and legislature that they were not bound by its holding that the 14th Amendment prohibits states from using their governmental powers to bar children from using schools in which there is governmental participation.

Goss v. Board of Education, 373 U. S. 683 (1963)

In this case involving pupil transfer, the Court held that the plans for two Tennessee counties ran counter to Brown (1954). The transfer plan permitted students to transfer from their assigned schools if a majority of the students in that school or grade were of a different race, thereby perpetuating segregation.

McNeese v. Board of Education, 377 U. S. 668 (1963)

This case eliminated the necessity for exhaustive administrative remedies before seeking redress in the courts. This acted as a halt to the continued use of bureaucratic procedures to delay the implementation of constitutional rights guaranteed under Brown.

Griffen v. County School Board of Prince Edward County, Virginia, 377 U. S. 218 (1964)

The public schools in Prince Edward County were closed as part of a massive resistance to school integration. The Court ruled that closing public schools while contributing to the support of private segregated schools was a denial of equal protection of the law to all children regardless of color. "The time for mere 'deliberate speed' has run out, and that phrase can no longer justify denying these Prince Edward County school children their constitutional rights to an education equal to that afforded by the public schools in the other parts of Virginia."

Green v. School Board of New Kent County, 391 U. S. 430 (1968)

In this case, the Court held that "free transfer" plans, or "freedom of choice" plans which do not result in substantial racial integration do not satisfy the mandate of the Constitution.

Raney v. Board of Education of the Gould School District, 391 U. S. 443 (1968)

In a companion case to Green (above), the Court reaffirmed its opposition to 'freedom of choice' plans which do not contribute to the creation of a nondiscriminatory school system. (cf. Monroe v. Commissioners of Jackson, Tennessee, 391 U. S. 450 (1968) for a similar decision.)

Alexander v. Holmes County Board of Education, 396 U. S. 1218 (1969)

In this case, where the Department of Justice intervened against black students, the Court refused to accede to the Government's request for a delay. The Court decided that local school systems were required to desegregate before litigation, rather than using litigation as a means to delay, even for a short period, the integration of the schools. (cf. Carter v. West Feliciana Parish School Board, 396 U. S. 290 (1970).)

Swann v. Charlotte-Mecklenburg Board of Education, 402 U. S. 1 (1971)

The Court upheld a district court plan to desegregate the system by distributing students throughout the 107 schools to reflect the overall racial pattern of the system. The Court noted that busing of students is a "normal and accepted tool of educational policy" and held that "desegregation plans cannot be limited to the walk-in school." The Court upheld the initiation of busing as a means to achieve racial desegregation.

Serrano v. Priest (5, Cal. 3d., 584, 487 P.2d 1241, 96 Cal. Rptr. 601) 1971)

Public school children and their parents commenced a class suit challenging the constitutionality of the public school financing system. They argued that the system, by producing substantial disparities among various school districts in the amount of revenue available for education, denied children equal protection of the laws under the U. S. and California constitutions. Defendants demurrers were sustained by the trial court, but were overruled by the Supreme Court which gave defendents a reasonable time to answer.

San Antonio Independent School District v. Rodriguez, 337 F Supp. 280 (1971)

A suit was brought on behalf of all children throughout Texas living in large school districts with low property valuations challenging the current method of state financing for public elementary and secondary education. The three-judge District Court held that as the current system of financing public education in Texas discriminates on the basis of wealth, the plaintiffs were as a matter of law being denied equal protection of the laws under the 14th Amendment to the U. S. Constitution.

Keyes v. School District No. 1, Denver, Colorado, 413 U. S. 189 (1973)

In this first Northern school desegregation case decided by the Court, the Court held that where a dual public school system exists, the school authorities must act to develop a desegregation plan to end racial segregation in their school systems.

Milliken v. Bradley, 418 U. S. 717 (1974)

Northern metropolitan desegregation was considered by the Court for the first time in this case. While affirming established constitutional principles, including busing, this decision represented a setback in efforts to desegregate urban school districts. The imposition of a multidistrict remedy for school desegregation (i. e., city + suburban) was denied by the Court. The Court reversed a ruling by a lower court which ordered the busing of children between Detroit and its suburbs for the purpose of racial desegregation.

Lau v. Nichols, 414 U. S. 563 (1974)

The Supreme Court held that the failure of schools to provide non-English speaking Chinese students with special instruction denied them the meaningful opportunity to participate in educational programs. This was held to be a violation of Title VI of the Civil Rights Act of 1964.

Runyon v. Mc Crary, 427 U. S. 160 (1976)

Actions for deprivations of civil rights were brought by parents of black children who were allegedly denied admission to private schools solely on the basis of race. The Supreme Court held that civil rights statute which provides that all persons within the jurisdiction of the United States shall have the same right to make and enforce contracts as is enjoyed by white citizens prohibits private, commercially operated, non-sectarian schools from denying admission to prospective students because they are Negroes.

Opinions on any Supreme Court case can be found by consulting U. S. Reports at any law school library and at many public or university libraries. The first set of numbers following the name of the case refers to the U. S. Reports volume and the second set of numbers refers to the page within that volume where the opinions may be found. The only exceptions to this rule among the

court cases cited are "Serrano v. Priest" which can be found in the California Reporter, volume 96, p. 601, and "San Antonio Independent School District v. Rodriguez" which one can find in Federal Supplement, volume 337, p. 280. As is the case with U. S. Reports, copies of California Reports and Federal Supplement can be found at law libraries and in many public and university libraries.

ERIC AND EQUAL EDUCATIONAL OPPORTUNITY

ERIC (Educational Resources Information Center) is a national information storage and retrieval system supported by the National Institute of Education of the U.S. Department of Health, Education and Welfare. It consists of a network of decentralized information clearinghouses, each of which is responsible for a particular educational area. ERIC provides ready access to information about educational programs, practices and policies to meet the information needs of researchers, practicioners, and decision makers, among others. In hundreds of libraries and information centers throughtout the United States, and increasingly, in foreign countries, ERIC makes available over 150,000 documents of a 'fugitive' nature, i.e., government reports, conference proceedings, surveys, bibliographies, research reports, occasional papers and so forth.

At present there are sixteen ERIC Clearinghouses. Each answers substantive reference requests within its own area of expertise. The address of each clearinghouse and its subject area is given below.

ERIC Clearinghouse on Career Education (CE)
Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Career education, formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge and specific vocational and occupational skills. Adult and continuing (including non-work) education, formal and informal, including basic and literacy education, correspondence study, and all areas of in-service training, relating to occupational, family, leisure, citizen, organizational, and retirement roles. Vocational and technical education, including new sub-professional fields, occupational psychology, occupational sociology, manpower economics, employment, industrial arts, and vocational rehabilitation (for the handicapped, mentally retarded, prisoners, discharged military, etc.). Local, state, national, and international career education policy.

ERIC Clearinghouse on Counseling and Personnel Services (CG)
University of Michigan
Counseling and Personnel Services Information Center
School of Education Building, Room 2108
Ann Arbor, Michigan 48104

Counselors and personnel workers, their preparation, practice and supervision at all educational levels and in all settings; the use and results of personnel procedures such as testing, interviewing, group work, and the analysis of the resultant information relating to the individual and his environment; the theoretical development of counseling and guidance; the nature of pupil, student, and adult characteristics; descriptions of educational, occupational, rehabilitation, and community settings; the types of assistance provided by personnel workers in such areas as education and career planning, parent and family consultation, teacher consultation and student activities; problems of aging; dropout identification, prevention, and rehabilitation, counseling with special population groups, e.g., prisoners, women, youth groups, minority groups, pregnant teenagers, alcoholics, and drug abusers; drug education; sex education.

ERIC Clearinghouse on Early Childhood Education (PS)
University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Prenatal factors; parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children, including teacher preparation, educational programs and curricula related community services, groups and institutions, administration, and physical settings as well as theoretical and philosophical issues.

ERIC Clearinghouse on Educational Management (EA)
University of Oregon
Eugene, Oregon 97403

Administration of education (theory and practice at elementary and secondary levels); management, leadership, and structure of public and private educational organizations; pre-service and in-service preparation

of adminstrators; processes of administration (finance, planning, personnel, law, etc.); educational organizations (methods and variations, change, social context). Educational facilities at all levels (sites, buildings, equipment); planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluation educational facilities; advancing educational programs via facilities and plant; influences of the physical environment on learning.

ERIC Clearinghouse on Handicapped and Gifted (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

The education of children and youth deemed exceptional: the gifted, the aurally handicapped, visually handicapped, mentally handicapped (retarded), physically handicapped, socially maladjusted, emotionally disturbed, speech impaired, learning and neurologically disabled, home-bound and hospitalized, and the multi-handicapped; behavioral, psychomotor, and communication disorders; cognitive functioning and learning problems of exceptional children; administration of special education programs and services; preparation and continuing education of professional and paraprofessional personnel in this field; preschool learning and development of the exceptional child; general studies on creativity; statistics and incidence data relating to exceptional children; those with IQ 0-25 and IQ 140 and above.

ERIC Clearinghouse on Higher Education (HE)
George Washington University
One DuPont Circle, Suite 630
Washington, D.C. 20036

All aspects of higher education: student programs, conditions, and problems in colleges and universities; faculty; graduate and professional education; governance and the management of higher educational institutions, including application of corporate management techniques (e.g., systems analysis, computer simulation, organization theory); legal issues; financing; planning and evaluation; facilities-structural design, management implication and impact on the education process, curriculum and instructional problems, programs, and development; university extension programs, inter-institutional arrangements and consortiums; related state and federal programs and policies; institutional research and statistics on higher education; higher education as a social institution and its relationship within society; and comparative higher education.

ERIC Clearinghouse on Information Resources (IR)
Syracuse University
School of Education
Syracuse, New York 13210

Management, standards, operation, and use of libraries and information centers, the technology to improve their operations, and the education, training, and professional activities of librarians and information specialists; information transfer process, including research, application, development, and education. Educational techniques involved in micro-teaching, systems analysis, games and simulation, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and films; technology in society adaptable to education, including cable television, communication satellites, microforms, and public television.

ERIC Clearinghouse on Junior Colleges (JC)
University of California
Powell Library Building, Room 96
Los Angeles, California 90024

Development, administration, and evaluation of public and private community and junior colleges; junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on Languages and Linguistics (FL)
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language and linguistics instruction, pedagogy, and methodology; psychology of language learning; cultural and intercultural context of languages; application of linguistics and bilingualism in language teaching; psycholinguistics; study abroad and international exchanges; related curriculum developments and problems; teacher training and qualifications specific to the teaching of foreign languages; commonly and uncommonly taught languages including English as a second language for speakers of other languages.

ERIC Clearinghouse on Reading and Communication Skills (CS)
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

All aspects of reading---cognitive, affective, and psychomotor--and professional training, research, methodology, and organization of reading instruction, including identification and diagnosis of reading ability and reading improvement. Teaching and learning English as a native language both as a symbol system and for speaking, listening, writting and reading literature. Educational journalism including learning and teaching of the creation, analysis, interpretation, and evaluation of journalism in print, electronic media, graphics, advertising, and public relations and training teachers at all levels. Speech sciences, including radio, TV, film, forensics, interpersonal and small group interaction, theater, oral interpretation, public speaking, rhetoric, and communication theory.

ERIC Clearinghouse on Rural Education and Small Schools (RC)
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003

Education of Indian Americans, Mexican Americans, and Spanish Americans; education of migratory farm workers and their children; the use of outdoor resources for recreation and as a setting for teaching of all discipline; economic, cultural, and social factors related to educational programs in small schools and rural areas; reports and studies (not subject oriented) on non-metropolitan school systems; disadvantaged segments of rural and small school populations.

ERIC Clearinghouse on Science, Mathematics, and Environmental Education (SE)
Ohio State University
1800 Cannon Drive
400 Lincoln Tower
Columbus, Ohio 43210

All levels of science, mathematics, and environmental education (elementary, secondary, higher, and continuing education); development of related curriculum and intructional materials; media; applications to science, mathematics, and environmental education with related methodological studies; impact of interest, intelligence, values, and concept development upon learning related to science, mathematics, and environmental education; related pre-service and in-service teacher education and supervision.

ERIC Clearinghouse on Social Studies/Social Science Education (SO)
855 Broadway
Boulder, Colorado 80302

All levels of social studies and social science education; social studies teachers; content of the social science disciplines; applications of learning theory, curriculum theory, child development theory and instructional theory to social science education; research and development projects, programs, and materials in social science education; the contributions of social science disciplines (educational anthropology, economics, history, sociology, and psychology) to knowledge and understanding of the educational process and a successful educational operation; education as a social science; social science education and the community; religious education; the humanities; music education; art education; and comparative education.

ERIC Clearinghouse on Teacher Education (SP)
American Association of Colleges for Teacher Education
One DuPont Circle N.W., Suite 616
Washington, D.C. 20036

School personnel at all levels from preschool through university education; encompassing all issues from selection through pre-service and in-service preparation and training to retirement; curriculum-oriented research reports; educational theory and philosophy; Title XI NDEA Institutes (not covered by subject speciality in other clearinghouses); general reports on education not specifically covered by Educational Management; health, physical education, and recreation.

ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM)
Educational Testing Service
Princeton, New Jersey 08540

Tests, scales, inventories, or other measurement devices or instruments, including discussions of such instruments; test development and construction; reviews of tests; measurement and evaluation procedures and techniques; applications and procedures of measurement or evaluation in educational projects or programs.

ERIC Clearinghouse on Urban Education (UD)
Box 40
Teachers College, Columbia University
525 West 120th Street
New York, New York 10027

The relationship between urban life and schooling; the effect of urban experiences and environments from birth onward; the academic, intellectual, and social performance of urban children and youth from grade three through college entrance (including the effect of self-concept, motivation, and other affective influences); education of black (urban and rural), Puerto Rican, and Asian American populations; programs and practices which provide learning experiences designed to meet the special needs of diverse populations served by urban schools and which build upon their unique as well as their common characteristics; structural changes in the classroom, school, school system, and community and innovative instructional practices which directly affect urban children and youth; programs, practices, and materials related to economic and ethnic discrimination, segregation, desegregation, and intergration in education; issues, programs, practices, and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

Retrieving Information from ERIC

It is the responsibility of each clearinghouse to acquire, abstract and index documents within its subject area. Documents are evaluated for relevance, quality and significance. Those documents found to be acceptable are processed into the ERIC system. They are indexed and abstracted by document analysts knowledgeable in a particular subject area. Resumes of documents, including bibliographic information, abstracts, and index terms, are shipped weekly to the ERIC Processing and Reference Facility which combines the documents from all the ERIC Clearinghouses and prepares them for announcement in RESOURCES IN EDUCATION (RIE), ERIC's monthly abstract journal. The documents are listed with their abstracts and are indexed by author, subject and institution in RIE, which is available in many libraries, or by subscription from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The Clearinghouses also moniter prominent journals which contain articles related to education and the clearinghouse subject scope. These articles are indexed and annotated for announcement in monthly issues of CURRENT INDEX

TO JOURNALS IN EDUCATION (CIJE), which contain references to a large number of education and education-related articles identified by the ERIC Clearinghouses. Issues of CIJE are available in many libraries or by subscription from Macmillan Information, 866 Third Avenue, N.Y., N.Y. 10022.

After each document or journal article is abstracted, up to fifteen identifying words, known as descriptors, are assigned to it. These descriptors are chosen from the THESAURUS OF ERIC DESCRIPTORS which is a controlled vocabulary of about 5,000 words or phrases. It is primarily by means of these descriptors that one is able to retrieve documents from the ERIC system.

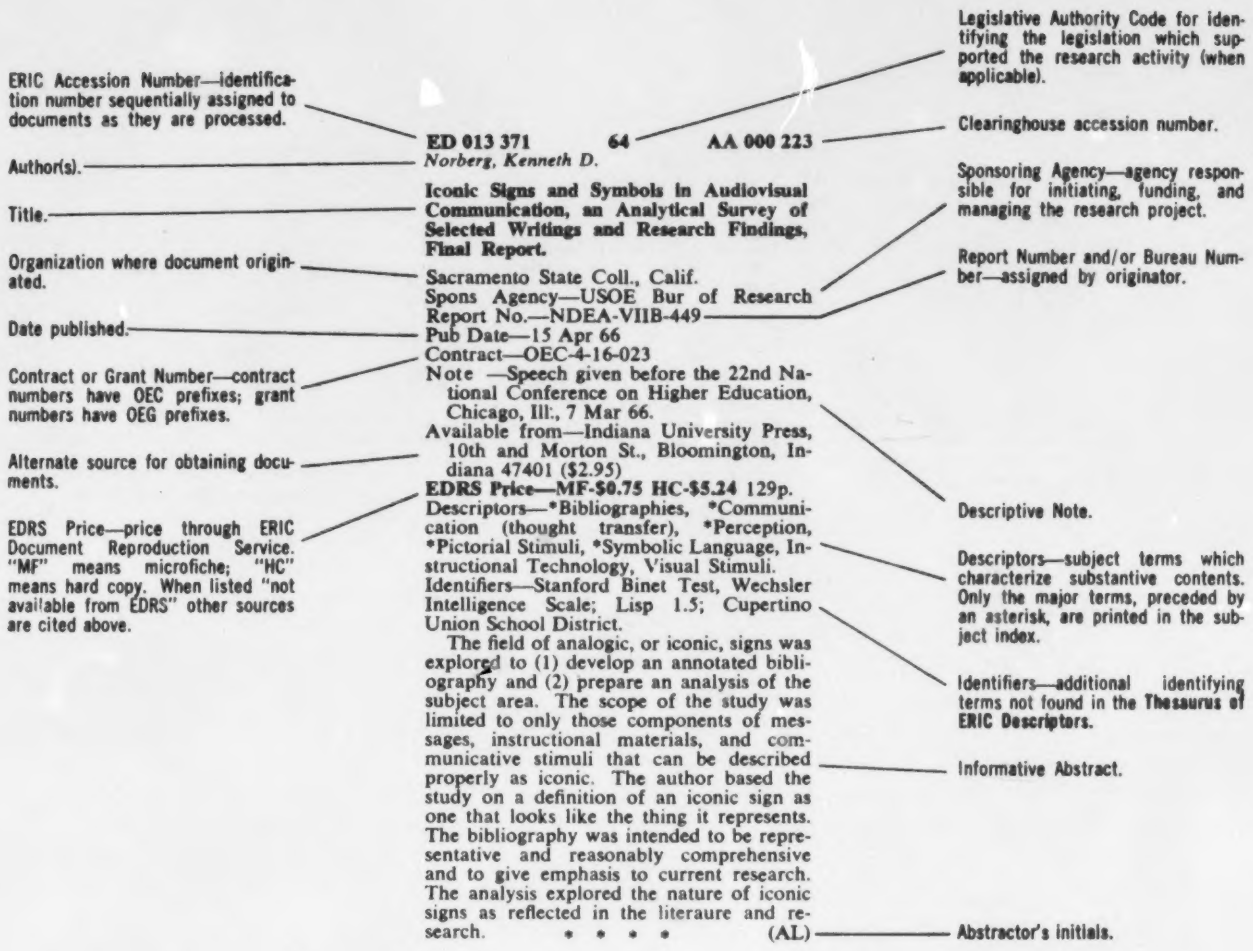
With selected descriptors in mind, one can turn to the Subject index section of Resources in Education or Current Index to Journals in Education and find, under that heading (e.g., school integration), a list of titles of documents which were indexed using that particular term as a descriptor, along with the identifying ED (ERIC Document) or EJ (ERIC Journal) numbers. This number is then used to look up the full citation of the document or journal article in question.

Unless otherwise noted in the annotation, those documents with ED numbers can be read on microfiche at any facility which as an ERIC microfiche collection. (Microfiche are 4 by 6 inch sheets of film, each sheet containing up to 96 8½ x11 inch pages of text; special viewers are required to enlarge the images for reading purposes. These viewers are available from manufacturers and can be found in many libraries). Copies of most documents cited in RIE can be read at approximately 650 libraries and other facilities throughout the country which house the ERIC microfiche collection. A list of these facilities can be obtained by writing to any of the ERIC clearinghouses. Documents can also be purchased through the ERIC Document Reproduction Service (EDRS) in either paper copy or microfiche. Complete ordering information can be found in copies of Resources in Education or can be obtained by writing to the Clearinghouses. Publishers or other sources are indicated in RIE for those documents which are not available through EDRS because of copyright or other restrictions.

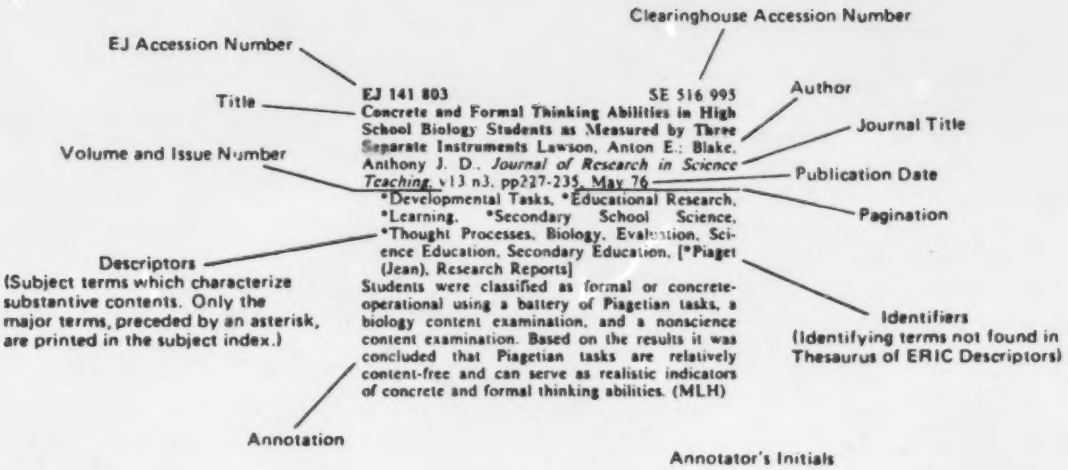
Journal articles found in CIJE are not available at the individual Clearinghouses and cannot be ordered through EDRS. Unlike most ERIC documents, journal articles must be obtained from the original journals. All citations in CIJE contain information as to where that particular journal article can be found, i.e., journal title, volume and issue number, publication date.

Following are examples of citations from RIE and CIJE.

RIE SAMPLE ENTRY


ERIC Accession Number—identification number sequentially assigned to documents as they are processed.
Author(s).
Title.
Organization where document originated.
Date published.
Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.
Alternate source for obtaining documents.
EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.
ED 013 371 64 AA 000 223
Norberg, Kenneth D.
Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.
Sacramento State Coll., Calif.
Spons Agency—USOE Bur of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note —Speech given before the 22nd National Conference on Higher Education, Chicago, Ill:, 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price—MF-$0.75 HC-$5.24 129p.
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.
The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literaure and research. * * * * (AL)
Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).
Clearinghouse accession number.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Report Number and/or Bureau Number—assigned by originator.
Descriptive Note.
Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.
Informative Abstract.
Abstractor's initials.

CIJE SAMPLE ENTRY


Clearinghouse Accession Number
EJ Accession Number
Author
Title
Journal Title
Volume and Issue Number
Publication Date
Pagination
Descriptors
(Subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.)
Identifiers
(Identifying terms not found in Thesaurus of ERIC Descriptors)
Annotation
Annotator's Initials
EJ 141 803 SE 516 993
Concrete and Formal Thinking Abilities in High School Biology Students as Measured by Three Separate Instruments Lawson, Anton E.; Blake, Anthony J. D., Journal of Research in Science Teaching, v13 n3, pp227-235, May 76
*Developmental Tasks, *Educational Research, *Learning, *Secondary School Science, *Thought Processes, Biology, Evaluation, Science Education, Secondary Education, [*Piaget (Jean), Research Reports]
Students were classified as formal or concrete-operational using a battery of Piagetian tasks, a biology content examination, and a nonscience content examination. Based on the results it was concluded that Piagetian tasks are relatively content-free and can serve as realistic indicators of concrete and formal thinking abilities. (MLH)

Information can also be retrieved from the ERIC system by means of computer searching. Computer searches can be obtained from many university libraries, state departments of educations, educational information centers and from the individual ERIC clearinghouses. A list of facilities which provide computer access to the ERIC system can be obtained by writing to any of the ERIC clearinghouses. By interfacing a series of sets of terms, customized bibliographies can be produced via the computer. Computer printouts resemble the bibliographic citations as they appear in RIE and CIJE. Costs for computer searching of the ERIC data base vary, but most institutions charge only enough to recoup the cost of operation.

The following list of about 100 descriptors provides a selection which one might use in order to retrieve documents on the topic of Equal Educational Opportunity:

ACADEMICALLY HANDICAPPED
AMERICAN INDIANS
ANTI SEGREGATION PROGRAMS
ASIAN AMERICANS
BILINGUAL EDUCATION
BILINGUAL SCHOOLS
BILINGUAL STUDENTS
BILINGUALISM
BIRACIAL ELEMENTARY SCHOOLS
BIRACIAL SCHOOLS
BIRACIAL SECONDARY SCHOOLS
BLACK ACHIEVEMENT
BLACK EDUCATION
BLACK STUDENTS
BLACKS
BUS TRANSPORTATION
CHINESE AMERICANS
CIVIL LIBERTIES
CIVIL RIGHTS
CIVIL RIGHTS LEGISLATION
CLASSROOM INTEGRATION
COLLEGE INTEGRATION
COLLEGE SEGREGATION
COMPENSATORY EDUCATION
COMPENSATORY EDUCATION PROGRAMS
CONSTITUTIONAL LAW
COURT CASES

COURT LITIGATION
CULTURAL DISADVANTAGEMENT
CULTURALLY DISADVANTAGED
DEFACTO SEGREGATION
DEJURE SEGREGATION
DISADVANTAGED GROUPS
DISADVANTAGED SCHOOLS
DISADVANTAGED YOUTH
DISCRIMINATORY ATTITUDES (SOCIAL)
DISCRIMINATORY LEGISLATION
ECONOMICALLY DISADVANTAGED
EDUCATIONAL DISADVANTAGEMENT
EDUCATIONAL DISCRIMINATION
EDUCATIONAL EQUALITY
EDUCATIONAL LEGISLATION
EDUCATIONAL OPPORTUNITIES
EDUCATIONALLY DISADVANTAGED
EQUAL EDUCATION
EQUAL PROTECTION
ETHNIC GROUPS
FACULTY INTEGRATION
FEDERAL COURT LITIGATION
FEDERAL LEGISLATION
FEDERAL PROGRAMS
FILIPINO AMERICANS
INTEGRATED ACTIVITIES
INTEGRATED PUBLIC FACILITIES
INTEGRATION EFFECTS
INTEGRATION LITIGATION
INTEGRATION METHODS
INTEGRATION PLANS
INTEGRATION READINESS
JAPANESE AMERICANS
KOREAN AMERICANS
LEGAL SEGREGATION
LOW ACHIEVEMENT FACTORS
MEXICAN AMERICANS
MIGRANT CHILD EDUCATION
MIGRANTS
MINORITY GROUP CHILDREN
MINORITY GROUPS
NONDISCRIMINATORY EDUCATION
OPEN ENROLLMENT
PUERTO RICANS

RACE RELATIONS
RACIAL ATTITUDES
RACIAL CHARACTERISTICS
RACIAL DISCRIMINATION
RACIAL INTEGRATION
RACIAL SEGREGATION
RACIALLY BALANCED SCHOOLS
REMEDIAL PROGRAMS
SCHOOL INTEGRATION
SCHOOL LAW
SCHOOL SEGREGATION
SCHOOL ZONING
SECREGATED PUBLIC FACILITIES
SEX DISCRIMINATION
SOCIAL DISADVANTAGEMENT
SOCIALLY DISADVANTAGED
SPANISH SPEAKING
STUDENT RIGHTS
SUPREME COURT LITIGATION
TEACHER INTEGRATION
URBAN EDUCATION
URBAN SCHOOLS

JOURNALS

Anthropology and Education Quarterly
Council on Anthropology and Education
1703 New Hampshire Avenue N.W.
Washington, D.C. 20009

The Black Collegian
Black Collegiate Services, Inc.
3217 Melpomene Avenue
New Orleans, Louisiana 70125

The Black Scholar
The Black World Foundation
Box 31214
San Francisco, California 94131

Black World
820 S. Michigan Avenue
Chicago, Illinois 60605

Civil Rights Digest
U.S. Commission on Civil Rights
1405 Eye Street N.W.
Washington, D.C. 20425

Compact
Education Commission of the States
300 Lincoln Tower Bldg.
1860 Lincoln Street
Denver, Colorado 80203

The Crisis
Crisis Publishing Co., Inc.
1790 Broadway
New York, New York 10019

Education and Urban Society
Sage Publications, Inc.
275 S. Beverly Drive
Beverly Hills, California 90212

Educational Researcher
American Educational Research Association
1126 16th Street N.W.
Washington, D.C. 20036

Equal Opportunity
Equal Opportunity Publications, Inc.
P.O. Box 202
Centerport, New York 11721

Harvard Civil Rights-Civil Liberties Review
Harvard Law School
Cambridge, Massachusetts 02138

Harvard Educational Review
Graduate School of Education
Longfellow Hall
13 Appain Way
Cambridge, Massachusetts 02138

Illinois Schools Journal
Chicago State University
University Relations
95th Street at King Drive
Chicago, Illinois 60628

Inequality in Education
Center for Law and Education
Harvard University
Larsen Hall
14 Appain Way
Cambridge, Massachusetts 02138

Integrated Education
Integrated Education Associates
343 South Dearborn Street
Chicago, Illinois 60604

Interchange: A Journal of Educational Studies
Publication Sales
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario, Canada M58 1V6

IRCD BULLETIN
Institute for Urban and Minority Education
Box 40
Teachers College, Columbia University
New York, New York 10027

The Journal of Afro-American Issues
Educational Community Consultants and Associates, Inc.
Columbus, Ohio 43215

Journal of Black Studies
Sage Publications
275 Beverly Drive
Beverly Hills, California 90212

Journal of Current Social Issues
Circulation Services
119 West 24th Street 4th Floor
New York, New York 10011

The Journal of Human Resources
The University of Wisconsin Press
P.O. Box 1379
Madison, Wisconsin 53701

The Journal of Intergroup Relations
National Association of Human Rights Workers
142 Sylvan Avenue
New Haven, Connecticut 06519

Journal of Law and Education
P.O. Box 1936
Cincinnati, Ohio 45201

The Journal of Negro Education
Howard University
Bureau of Educational Research
Washington, D.C. 20001

Journal of Non-White Concerns in Personnel and Guidance
American Personnel and Guidance Association
1607 New Hampshire Avenue
Washington, D.C. 20009

The Negro Educational Review
c/o R. Grann Lloyd
P.O. Box 2895
General Mail Center
Jacksonville, Florida 32202

NOLPE School Law Journal
National Organization of Legal Problems of Education
5401 SW 7th Avenue
Topeka, Kansas 66606

Negro History Bulletin
Association for the Study of Negro Life and History
1401 14th Street N.W.
Washington, D.C. 20005

Phi Delta Kappan
Phi Delta Kappan, Inc.
8th and Union Avenue
Bloomington, Indiana 47401

Phylon
Atlanta University
223 Chestnut Street, S.W.
Atlanta, Georgia 30314

Prospects: Quarterly Review of Education
UNESCO Publications Center
P.O. Box 433
New York, New York 10016

Research Review of Equal Education
Center for Equal Education
School of Education
Northwestern University
2003 Sheridan Road
Evanston, Illinois 60201

Social Policy
Suite 500
184 5th Avenue
New York, New York 10010

TC Record
Teachers College, Columbia University
New York, New York 10027

Today's Education
National Education Association
1201 16th Street N.W.
Washington, D.C. 20036

Urban Education
Sage Publications, Inc.
275 S. Beverly Drive
Beverly Hills, California 90212

Urban League Review
Transaction, Inc.
Rutgers University
New Brunswick, New Jersey 09803

The Urban Review
Agathon Press
150 5th Avenue
New York, New York 10011

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